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A STUDY OF FOREIGN LANGUAGE TEACHING ANXIETY AMONG
STUDENT TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE

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Graduation Thesis

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GLOSSARY OF ABBREVIATIONS

CROEFLA	Croatian English as a Foreign Language Anxiety Scale (Mihaljević Djigunović et al., 2004)
EFL	English as a Foreign Language
FL	foreign language
FLSTAS	Foreign Language Student Teaching Anxiety Scale (El-Okda and Al-Humaidi, 2003)
IC	impact concern
TC	task concern
TCQ	Teacher Concerns Questionnaire (George, 1978)
TEFL	Teaching English as a Foreign Language
TFLAS	Teaching Foreign Language Anxiety Scale (Horwitz, 2008)
SC	self concern
STAS	Student Teacher Anxiety Scale (Hart, 1987)
STAS	Situational Teaching Anxiety Scale (Machida, 2011)
Ss	university students
ST	student teacher
P	pupil

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Abstract

The purpose of this study was to investigate the sources and levels of anxiety among student teachers of English as a foreign language. A questionnaire created for the purposes of this study was administered to 48 graduate students of TEFL. The results showed that student teachers were moderately anxious about teaching English. They were most anxious about not having enough time for preparation, being interrupted by the mentor, making mistakes, not being able to control the class, being observed and evaluated, having to teach advanced learners and teenagers, as well as about not being able to make pupils participate. The results also indicated that 1st year student teachers experienced higher anxiety than 2nd year student teachers, which suggested that having more experience decreased anxiety. However, these indications should be further researched. It was also found that having more teacher training courses, more English teaching practice and the experience of teaching another subject decreased a number of concerns about teaching.

Key words: *foreign language teaching anxiety, student teachers, teaching English as a foreign language*

1. Introduction

1.1. Anxiety

On Medical News Today, anxiety is defined as “a general term for several disorders that cause nervousness, fear, apprehension, and worrying” (“All about anxiety,” n.d.). Anxiety affects our feelings and behavior and, if it is too high, it can seriously hinder our performance. Being anxious we forget what we know, we cannot find the right words, we make mistakes that we would not otherwise, we stutter or simply try to avoid participating in conversation. These are just some manifestations of anxiety.

Dörnyei (2005) mentions that anxiety is one of the biggest factors which inhibit the learning process. So far, two divisions of anxiety have been defined. The first refers to the distinction between trait and state anxiety. Trait anxiety is a type of anxiety that is a part of a person’s personality. That means that it can be activated in any situation. On the other hand, state anxiety arises as an emotional reaction to certain situations. Therefore, it is not a permanent predisposition of a person to feel anxious in a variety of situations.

The other division Dörnyei (2005) mentions is Scovel’s (1978) distinction between beneficial or facilitating anxiety and inhibitory or debilitating anxiety. Anxiety is not necessarily something that hinders performance; it can also promote it. That is the case of facilitating anxiety, a type of anxiety that will motivate the individual to increase the effort and improve performance. However, only mild anxiety can have this kind of effect. High anxiety, as research suggests, has a negative impact on performance and that is why it is called debilitating anxiety. Dörnyei further explains that debilitating anxiety does not necessarily hinder general performance, but only certain tasks, such as working memory. Since language learning relies heavily on working memory it can be significantly affected by anxiety.

1.2.Foreign Language Learning Anxiety

A number of researchers studied foreign language (FL) learning anxiety in order to discover its sources, characteristics and impacts on language learning acquisition. Among the first researchers to investigate the concept of FL learning anxiety were Horwitz, Horwitz and Cope. (1986). They created an instrument called Foreign Language Classroom Anxiety Scale and defined language anxiety as “a distinct complex of self perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz, Horwitz & Cope, 1986, as cited in Merç, 2010, p.17). They concluded that anxiety hinders communication by making learners afraid to speak and express themselves. They also found that learners were anxious about being evaluated and making mistakes in front of the others. Another interesting finding was the existence of general FL anxiety. In this case, learners felt anxious even when there were no obvious sources of anxiety.

Since then, a lot of research has been done on the topic of FL learning anxiety. Some studies investigated the relationship between language anxiety and perfectionism, some between language anxiety and personality (introversion, extraversion), others between language anxiety and proficiency level, and some even examined skill-specific anxiety. What all of these studies have in common is the conclusion that language learning anxiety has a strong effect on the language learning process and performance. Therefore, more effort should go into developing methods to reduce learners' anxiety in order to improve language acquisition.

Piechurska-Kuciel (2011) discusses how anxiety affects cognitive operations. She claims that these negative emotions, which are mostly the result of learners' perceived inferiority about their language ability and fear of failure, inhibit normal cognitive processing and, consequently, lead to poorer performance. She concludes that the link between anxiety and poor performance is circular because bad performance and negative feedback only reinforce fear of failure which generates even more anxiety. She further explains basic mental processes we go through while learning something new – these are the processes of acquisition, storage and retrieval of information. Anxiety can have debilitating effects in any of these three stages.

Piechurska-Kuciel mentions Tobias's (1979) division of anxiety into input anxiety, which inhibits the acquisition of input; processing anxiety, which occurs during cognitive operations and organizing information; and lastly, output anxiety, which interferes with the retrieval of previously learned information. When it comes to language learners, all three types of anxiety can cause difficulty when learning an FL. However, when it comes to FL teaching anxiety, we are more interested in the output anxiety, that is, anxiety which leads to a person's inability to remember information which they obviously know very well. Piechurska-Kuciel explains that output anxiety hinders the use of productive skills and for that reason it can make a teacher's job much more difficult and stressful.

1.3. Teaching Anxiety

It is claimed that around 75%¹ of people experience some degree of anxiety when speaking in public. Teaching is precisely that, speaking and presenting in front of an audience – pupils (Ps). It is, therefore, normal to expect that some issues that affect the majority of public speakers may preoccupy even teachers. Some of these worries can refer to interaction and relationship with the audience, dealing with questions and (negative) feedback, not being understood, finishing too early, getting confused and skipping a part of the speech or presentation, etc. However, teachers' concerns are even broader. These concerns can include being worried about not being able to control the class and manage poor behavior of Ps, about not being able to evaluate Ps, having inadequate sources or materials, not being able to establish a good relationship with other teachers or mentors, and, when it comes to teaching an FL, teachers may also be worried about their own level of proficiency in the target language. If teachers are anxious while teaching, it can be expected that this will affect instruction in some way. Horwitz (1996) was among the first researchers to warn that FL teaching anxiety may have a negative effect on instruction (as mentioned in Merç, 2010). Merç (2010) also points out that anxious teachers may tend to avoid certain teaching styles and activities and prefer others, which can consequently lead to poorer quality of instruction.

¹ Information found at <http://www.glossophobia.com>.

Capel (2001) conducted a study with the aim of investigating student teachers' (STs) concerns during a one year Postgraduate Certificate in Education course and finding out whether the development of concerns was sequential, i.e. happening in stages, as previous research by Fuller and Bown (1975) suggested. Capel administered the Teacher Concerns Questionnaire (TCQ) (George, 1978) on three occasions among STs of different subjects. The theoretical background of the study was based on Fuller's (1969) concerns theory. Fuller and Bown (1975) further developed that theory suggesting that STs go through different stages of concerns during their development as teachers. The first stage involves *self concerns* such as not being able to control the class, not being liked by Ps and being evaluated. The stage that follows is characterized by *task concerns* which involve concerns about not being able to deal with too many duties, teaching certain skills and working with a lot of Ps. The last stage STs go through involves *impact concerns*, which are concerns about Ps' progress, meeting individual Ps' needs and challenging unmotivated Ps. Capel's aim was to see if STs really go through these stages in a sequential order or whether different concerns could arise at different points of their teaching experience. She wanted to identify the possible changes in concerns over one year. The instrument used, Teacher Concerns Questionnaire by George (1978), included 15 items grouped into three categories – self concerns, task concerns and impact concerns.

The final results showed that STs did not pass through a sequence of concerns, but could rather hold different concerns at one time. The results also showed that concerns decreased once STs gained some experience – there was a significant difference between the first and second administration of the questionnaire. However, there was no significant difference between the second and third administration. The author explained this by saying that once the initial concerns had decreased and STs became more used to teaching, the amount of concerns remained relatively stable.

What the findings also showed was that the task and impact concerns remained rather constant over the three administrations of the questionnaire, whereas self concerns seemed much less stable and could change with time. In general, STs were most concerned about the following self and impact concerns: meeting the needs of different Ps, challenging unmotivated Ps, whether each P is getting what they need, getting a good teacher evaluation, doing well when a supervisor is present and maintaining the appropriate degree of class control (this item was ranked the highest

during the first administration of the questionnaire). On the other hand, STs were least worried about working with too many Ps. It seemed that the task of teaching did not cause that much concern among STs. The author explains this by STs' good preparation, good relationship with the mentors and Ps, as well as by being gradually immersed into the task of teaching. There was no significant difference between STs of different subjects. However, each subject has some specific aspects that may cause anxiety so it would be necessary to investigate the level of anxiety in each subject separately, taking into account these particular aspects. The findings also brought to the fore two more areas of concerns that should be further investigated – evaluation concerns and adequacy concerns.

1.4.Foreign Language Teaching Anxiety

Only very recently have researchers started investigating the concept of FL teaching anxiety. If learners get anxious learning or speaking an FL, it is likely for teachers to get anxious teaching a language that is not their mother tongue. More research so far has been done on a closely related topic, that of teaching anxiety in general (see section 1.3.). However, the number of studies looking into the concept of FL teaching anxiety has also been growing lately.

Since learning an FL is never complete, non-native language teachers could be considered as advanced learners of that language and may also, as Horwitz (1996) points out, experience some uneasiness when speaking the language (as mentioned in Machida, 2011). Non-native language teachers tend to compare their language proficiency with native speakers' and often feel stressed if their perceived language proficiency does not seem to meet their target level, Machida (2011) explains. Therefore, having high expectations about their own language proficiency can lower their confidence and cause fear and worry, which may consequently hinder performance.

Bielska (2011) conducted a study of perceived self-efficacy with Polish English as a Foreign Language (EFL) teachers, which was based on Bandura's theory of self-efficacy (1994). This theory explains how people's behaviors and actions are affected by their thoughts and beliefs. Therefore, a positive attitude is significant in achieving success in any context, teaching included. Just as anxiety can have a

negative effect on teaching, confidence and high self-efficacy beliefs can influence the teaching process positively and increase teacher and learner achievement. Bielska discovered a relationship between teaching experience and the sense of efficacy. Teachers with more teaching experience expressed a higher sense of efficacy. Furthermore, the results also showed a link between self-efficacy and willingness to remain in the teaching profession. Teachers with higher levels of self-efficacy were more satisfied with their career choice. As Bielska (2011) points out, this is a very important finding for teacher trainers and school authorities who should realize that developing teachers' sense of efficacy is as important as developing their teaching skills. She also mentions Woolfolk Hoy² who found positive correlation between teachers' perception of their ability to encourage learning and learner achievement. A teacher with a positive attitude about teaching can foster the same positive attitude about the subject in their Ps. However, Ps can hardly have a positive attitude about a certain subject if their instructors have a negative one.

Some other studies have revealed the most common sources of FL teaching anxiety (Kim and Kim, 2004, and Ipek, 2007, as mentioned in Merç, 2010) such as: having to teach an FL through the FL, being asked unexpected questions, making mistakes, limited proficiency, unmotivated Ps, being observed, having to teach particular language areas, fear of failure and lack of teaching practice.

Merç (2010) tried to find out whether FL STs experience different anxiety from STs of other subjects, to determine the change in the level and sources of anxiety and the relationship between language proficiency level and FL teaching anxiety. In his study Merç used an adapted version of Foreign Language Student Teaching Anxiety Scale (FLSTAS) created by El-Okda and Al-Humaidi (2003). The scale measured anxiety levels connected with interacting with Ps, interacting with peers, interacting with other language teachers, interacting with supervisors, lesson planning and classroom management. He also used Student Teacher Anxiety Scale (STAS) developed by Hart (1987) which measured factors such as evaluation anxiety, learner and professional concerns anxiety, class control anxiety and teaching practice requirements anxiety. Furthermore, STs were asked to keep diaries about their teaching practicum and submit them. Lastly, he conducted semi-structured interviews with 30 participants at the end of the teaching practicum.

² Bielska cites parts of an interview with Anita Woolfolk from Shaughnessy (2004).

Merç (2010) found that STs of all subjects were moderately anxious about teaching. However, STs of English were significantly more anxious before the start of their teaching practicum. Merç's findings also showed that all STs were considerably less anxious at the end of the teaching practicum and that STs of English had considerably lessened anxiety levels. Some common sources of FL ST anxiety were found to be problems with classroom management, relationship with the mentor, the feeling of academic incompetence, being observed and inadequate language proficiency.

In another study, Merç (2011) tried to find the sources of anxiety among Turkish STs of English using diaries kept by STs and semi-structured interviews as research tools. His findings revealed six main categories of concerns: Ps and class profiles, classroom management, teaching procedures, being observed, mentors and miscellaneous. The results showed that STs were mainly preoccupied by the relationship with Ps (Ps' behavior, their disinterest and demotivation, lack of participation), classroom and time management and being observed by their mentors or supervisors.

Another interesting study has been done by Machida (2011) in the Japanese context among Japanese elementary-school teachers. Although the English teaching context in Japan is very different from the one in Croatia, the results of the study offer some interesting insights into FL teaching anxiety relevant for the Croatian context too. Machida divided English teaching anxiety into two categories: anxiety about a teacher's own English proficiency and anxiety about teaching English. The level of proficiency seems to play an important role in experiencing FL teaching anxiety. This anxiety, Machida explains, usually stems from the comparison with the native speakers and the belief of non-native language teachers that their level of proficiency is not good enough. Referring to Horwitz's (1996) comparison of non-native language teachers with advanced language learners, Machida claims that non-native language teachers could manifest the same symptoms of FL learning anxiety as learners tend to. Therefore, language proficiency can be a source of anxiety for both learners and teachers. Horwitz (2008) created Teaching Foreign Language Anxiety Scale (TFLAS), which was designed to measure teachers' anxiety about their proficiency level. Machida used this scale together with the Situational Teaching Anxiety Scale

(STAS³), an instrument he created for the purpose of his research, which focuses on anxiety-provoking situations and measures teachers' anxiety in an English teaching situation. He also used a background questionnaire in order to provide some additional biodata.

What the results showed was that English teaching experience was a critical factor in decreasing the level of anxiety. In addition to this, English proficiency level was negatively associated with anxiety – the lower the proficiency, the higher the anxiety. Japanese teachers seemed to be extremely nervous about making mistakes because that was regarded as something that could diminish their authority in the classroom. If we take these results into consideration when we look at STs of English in Croatia, we could suppose that what they would have in common with the Japanese teachers is the anxiety which stems from the unfamiliarity with English language teaching, therefore with the lack of teaching experience. On the other hand, when it comes to proficiency, the situation should be quite different since Croatian STs of EFL have gone through an extensive English language learning program during their studies and have been learning English for many years, usually starting as young learners.⁴ Furthermore, English is very present in the Croatian context through the media – television, the Internet, music, etc. so Croatian learners are exposed to English a great deal. Machida also mentioned that most Japanese teachers had not had a lot of training in teaching English and that many of them were not pleased with their level of proficiency. They often taught along with native Assistant English Teachers due to their low proficiency in English.

Horwitz (1996) concluded that teachers who had unrealistically high expectations about their level of proficiency were likely to experience higher anxiety, no matter how proficient they actually were (as mentioned in Machida, 2011). Therefore, it is possible that even among Croatian STs of EFL, who are considered to be proficient speakers, some can experience anxiety which may be caused by their low self-confidence about their proficiency level. For this reason, in our study we added items that required STs' self-assessment of their own language proficiency to the questionnaire.

³ Machida's instrument should not be confused with Hart's STAS (Student Teacher Anxiety Scale).

⁴ In Croatia, children start learning their first FL in the first grade of elementary school (at the age of 6 or 7) and many start with their 2nd FL in the fourth grade (at the age of 9 or 10). One of these two languages is almost always English.

1.5.Foreign Language Teaching Anxiety in the Croatian Context

When it comes to investigating FL anxiety, Croatian researchers have contributed significantly. Mihaljević Djigunović (2002) researched and published a number of studies on FL anxiety, its sources and relationship with other individual factors. A 24-item instrument, called CROEFLA, was designed to measure FL anxiety in the Croatian context, among Croatian learners of EFL by Mihaljević Djigunović et al. (2004). Furthermore, Mihaljević Djigunović and Legac (2008) researched FL anxiety and listening comprehension among monolingual and bilingual EFL learners, finding significantly higher levels of anxiety among monolingual learners. This showed that the experience of being exposed to more languages could decrease FL anxiety.

A study by Kostić-Bobanović (2009) compared FL anxiety between Austrian and Croatian university students (Ss) studying Business English. The results showed that Austrian Ss worried more about making mistakes, whereas a higher number of Croatian Ss got nervous and confused when speaking in their language class, or when they did not understand every word the teacher said.

Another comparative study on FL anxiety was conducted among Ss of English and German by Puškar (2010). He found that German Ss experienced higher levels of FL anxiety than English Ss. In addition to that, female English Ss were found to be more anxious than males and Ss from small towns and villages experienced higher FL anxiety levels than Ss from the city. Furthermore, Ss with lower FL achievement and negative attitudes towards their FL instructors showed higher anxiety levels than the ones with positive attitudes. This supports the previously mentioned Bandura's theory according to which people's behavior is affected by their thoughts and beliefs. However, Puškar did not find that 1st year Ss experienced higher anxiety levels than 2nd or 3rd year Ss.

Although FL learning anxiety has been investigated extensively in Croatia, FL teaching anxiety remains a fairly underresearched field. The study described in this graduation paper is one of the first attempts to shed some light on this issue in the Croatian context. Since it has been shown that FL learning anxiety may have negative effects on learning, we could assume that FL teaching anxiety could negatively affect

instruction and, consequently, learners' progress and achievement as well. Therefore, it is important to investigate the sources of teaching anxiety and adjust teacher training courses taking these findings into account. This could prepare future teachers for more successful dealing with anxiety, help them become more confident and more efficient. We hope that this will be just a start in researching this important field and its relationship to FL learning.

2. A Study of Foreign Language Teaching Anxiety among Student Teachers of English as a Foreign Language

2.1.Aims

Firstly, the aim of this study was to find out about the levels of STs' anxiety about teaching EFL. Secondly, we attempted to investigate the change of STs' anxiety over a period of time, more specifically in the course of one year. Thirdly, the aim was also to investigate the relationship between anxiety and teaching experience, year of study and teacher training. Fourthly, we aimed to investigate the sources of anxiety (anxiety provoking situations). Lastly, the aim was to find out how anxiety affects STs and their performance and which strategies they use for coping with anxiety.

2.2.Hypotheses

Based on the existing findings of FL teaching anxiety research, five hypotheses were formed. The first hypothesis was that *1st year STs would experience higher anxiety than 2nd year STs*. Considering that 1st year STs had had no English teaching practice prior to the study, it was expected that STs with more teaching practice, i.e. 2nd year STs, would have lower levels of anxiety due to their experience. Following this, the second hypothesis was formed, saying that *STs with more teaching practice would experience lower anxiety*. Furthermore, taking into account any teaching practice STs had had, we formed the third hypothesis: *STs without the experience of teaching another subject would experience higher anxiety than STs with such experience*. Regardless of the subject being taught, it was expected that any type of teaching practice would alleviate STs' concerns. Since 2nd year STs had also had more English methodology and other teacher training courses, we formed the fourth hypothesis which states that *having more English methodology and teacher training courses would reduce the level of anxiety*. It was expected that these courses prepared STs better for the task of teaching and made them feel more competent and confident about teaching. The fifth and final hypothesis was that *there would be a change in the type of concerns that comes with more teaching experience*. Based on Fuller's

concerns theory (1969) and Capel's study (2001), it was expected that STs, by gaining more teaching experience, became concerned about different aspects of teaching, as well as eliminated or decreased some initial concerns.

2.3.Methodology

2.3.1. Sample

The total number of participants in this study was 48, out of which more than 90% were female participants. The participants were STs of English language enrolled in the graduate Teaching English as a Foreign Language (TEFL) program at the Faculty of Humanities and Social Sciences, University of Zagreb. Almost 60% of the participants were 1st year STs (N=28), whereas less than 40% were 2nd year STs (N=18). Two participants were undergraduate guest Ss from abroad who were allowed to take courses from the 1st year graduate program because it was compatible with the program of their original faculty in their home country. In our statistical analyses, they were grouped under 1st year STs.

Due to the time constraints, we were unable to follow the same group of STs during their two-year graduate study. Therefore, this study was conducted with STs of the 1st and 2nd year of the graduate program, making this a trend study. Second-year STs were expected to represent 1st year STs after one year of training.

The majority of the participants were double majors: more than 90% of them studied one more subject. The most frequent other study groups were Croatian, Italian, pedagogy and Russian. Only three participants were single major STs of EFL. The list of other study groups can be seen in Table A, Appendix I. The participants were also asked to indicate the stream of their other study group. Almost 40% were double majors who were enrolled in the teaching stream of the other study group as well.

The majority of the participants, over 85%, started learning English between the ages of 5 and 10. Table B, Appendix I, shows that the most frequent answers were 10 years of age and 7 years of age, which would mean that they started in the 4th grade of elementary school, when they were 10 years old, and 1st grade of elementary school, when they were 7 years old. In Croatia, children start learning their first FL in

the 1st grade of elementary school and their 2nd FL in the 4th grade of elementary school, so that is probably the explanation why these two answers were most common among the participants. However, from these answers we can see that all of the participants started learning English as young learners, before the age of 12. Most of the participants, over 70%, had been learning English for 13 to 18 years (Table C, Appendix I). The most common answers were 14 and 15 years of learning. This showed that the majority of the participants had had a lot of experience as learners of English.

Regarding the experience of teaching, Table D, Appendix I, shows that a little over 16% had had no experience in teaching prior to the study. Around half of the participants had taught up to 20 lessons until then (most of them reported 1-5 lessons) and a little over 30% had taught more than 20 lessons.

More than 60% of the participants had taught private lessons (Table E, Appendix I) and more than 50% experienced both micro-teaching (Table F, Appendix I) and teaching full lessons in a state school as part of their teaching practice (Table G, Appendix I). The majority of the participants had not had any experience in peer teaching (Table H, Appendix I) or teaching in a private language school as part of their teaching practice (Table I, Appendix I). Furthermore, around 15% had experienced working part-time in a private language school (Table J, Appendix I). None of the participants had worked part-time in a state school prior to the study (Table K, Appendix I). These results indicated that the most experience participants had had involved private lessons and teaching practice in state schools (both micro-teaching and full lessons).

Over 40% of the participants also stated that they had had the experience of teaching another subject, with the number of lessons taught ranging from 1 to 20. Table L, Appendix I, shows that this most frequently referred to teaching Italian and Croatian.

All of the participants stated that they had taken some English methodology courses. The majority of them, over 60%, had taken 2 or 3 English methodology courses (Table M, Appendix I). A little less than 80% had taken other teacher training courses as well. In Table N, Appendix I, we can see that over 60% of the participants had taken from 2 to 6 other teacher training courses.

2.3.2. Instrument

The instrument used in this study was a three-part questionnaire⁵ in English. We designed a questionnaire which would test a variety of possible concerns stemming from situational factors, personal factors and demographic factors (e.g. gender, experience, training), taking into account Hart's STAS (1987), studies and instruments found in Merç (2010), Merç (2011), Machida (2011) and Capel (2001).

The questionnaire was administered to a few novice teachers for piloting, in order to avoid any ambiguities, mistakes or problems with wording. It was then revised according to their feedback.

We applied both quantitative and qualitative methods for studying FL teaching anxiety. In the quantitative part, we added Likert scales to statements. In the qualitative part, the participants were presented with three open-ended questions and were asked to be as elaborate as possible. It was expected that combining these two approaches would give a better insight into FL STs' anxiety.

The first part of the questionnaire asked the participants to provide some demographic data about themselves such as gender, year of study, years of learning English, teaching experience (number and type of classes taught), other major, number of teaching methodology courses they had taken, etc.

The second part of the questionnaire consisted of 49 items accompanied by five-point Likert-type scale ranging from 1 – *strongly disagree* to 5 – *strongly agree*. These items were grouped into three categories, according to previously mentioned Fuller and Bown's (1975) stages of concerns (as mentioned in Capel, 2001). The first group were *self concerns*, which included 17 items such as: *I worry that I may not be able to control the class; I get nervous when I am being evaluated by my mentor and I am worried that my English proficiency is not high enough*. The second group were *task concerns*, including 26 items such as: *I feel anxious about teaching teenagers; I worry that I will not be able to work with too many Ps in one class and I feel anxious about teaching grammar*. The third group were *impact concerns* and they included 6 items such as: *I worry that I will not be able to maintain Ps' attention; I worry that I will not be able to make Ps speak and participate in class and I worry that Ps will not make any progress when I teach them*. The items from different groups of concerns

⁵ The questionnaire can be found in Appendix II.

were mixed in the questionnaire. All three groups of concerns and their items can be seen in Appendix III.

Some of the statements were slightly adjusted for 1st year STs because the majority of them still had not had any teaching practice by that time. Therefore, items such as, for example, item 30: *I get nervous when I am being evaluated by my mentor*; was rephrased into *I think that I will feel nervous about my mentor evaluating me*.

The third part of the questionnaire was qualitative and consisted of three open-ended questions. In this part the participants were able to add anything that perhaps had not been covered in the second part. They were able to express some individual concerns, strategies for dealing with them and the effect they might have had on their teaching. These answers were also grouped into categories by identifying recurrent issues and grouping answers according to those issues.

2.3.3. Procedure

The questionnaire was administered when the author visited 1st and 2nd year STs respectively during their EFL methodology classes. They were administered at the end of the academic year, while 1st year STs were in their second semester and 2nd year STs were in their fourth, and last, semester of their graduate study. The participants were informed that the questionnaire was anonymous and that it consisted of three parts. After a short explanation on how to fill out the questionnaire, they were completed within 15 minutes.

While all 1st year STs filled out the questionnaire in their class, only 12 2nd year STs were present in their class so the professor kindly offered to send me email addresses of all 2nd year STs. Thus the rest of 2nd year STs were contacted and asked to participate in the study via email. Five more filled-out questionnaires were obtained in this way. However, there were 18 participants who stated that they were 2nd year STs. One of them was enrolled in a course with 1st year STs and therefore filled-out the questionnaire along with them.

2.3.4. Results

This section focuses on the results obtained both by quantitative and qualitative analyses. The quantitative data obtained by the questionnaire was entered into the SPSS datasheet and all of the questionnaire items and answers were coded. Considering that there were three groups of concerns in the second part of the questionnaire, Cronbach's alpha was calculated for each of these groups, showing that the scales were reliable: for self concerns $\alpha = .907$, for task concerns $\alpha = .892$ and for impact concerns $\alpha = .786$. The letters next to the items in all the tables in the Results section indicate the type of concern: TC stands for task concerns, SC for self concerns and IC for impact concerns.

The qualitative data was categorized by identifying and grouping similar answers under the same categories.

2.3.4.1. Foreign language teaching anxiety scores

Firstly, descriptive statistics were calculated in order to obtain results about the levels of anxiety among STs of English. Mean scores and standard deviations were calculated. The anxiety scores were classified into three groups: low anxiety, medium anxiety and high anxiety. We used Machida's classification of anxiety scores: the scores ranging from 1 to 2.99 indicated low anxiety, those from 3.00 to 3.99 indicated medium anxiety while the scores ranging from 4.00 to 5.00 indicated high anxiety (Machida, 2011).

There were no items in which the scores exceeded $M=3.98$. The items with the highest scores were items about strategies for dealing with anxiety and problems with teaching such as asking a mentor or a colleague for help and rehearsing teaching lessons at home, as can be seen in Table 1 below.

Table 1. Items with highest scores

Item	N	Min.	Max.	Mean	Std.
(48) I ask for help from my mentor if I have a problem with teaching. (TC)	48	1	5	3.98	.863
(38) I rehearse teaching my lessons at home. (TC)	47	1	5	3.91	.996
(27) I ask for help from my colleagues if I have a problem with teaching. (TC)	47	1	5	3.87	.824

Table 2 shows anxiety scores which were grouped into two categories: items with medium anxiety and items with low anxiety. There were no items indicating high anxiety. Out of 21 items indicating medium anxiety, 10 were self concerns, seven were task concerns and four were impact concerns. When we take a look at their means, we can see that the items with the highest means were mostly self concerns. Apart from item 42, a task concern about being anxious when they do not have enough time for preparation, the following seven items with highest scores were all self concerns: items 40, 39, 44, 1, 30, 23 and 32. They referred to being anxious about mentors interfering with the lesson, making mistakes, controlling the class and being evaluated and observed. Other self concerns displaying medium anxiety scores referred to gaining respect from Ps, being able to answer their questions and to dealing with hostile comments from Ps.

Task concerns that caused medium anxiety referred to teaching certain language aspects, to teaching advanced learners and teenagers, to managing different levels of Ps' knowledge, to having too many Ps in one class, as well as to time management.

Impact concerns with medium anxiety scores referred to making Ps participate, to Ps' progress, to maintaining their attention and to motivating them.

On the other hand, the items with low anxiety scores included 16 task concerns, seven self concerns and two impact concerns. Items with the lowest anxiety scores included mostly task concerns such as those referring to teaching vocabulary, reading, listening and writing, as well as to teaching young learners. Some other task concerns with low anxiety scores included concerns about having technical problems during the lesson, teaching beginners and adults, assessing Ps, using new materials and time management.

Self concerns with the lowest anxiety scores referred to using English in class, having a different teaching style from their mentors, being laughed at by Ps and to establishing a good relationship with Ps.

Two impact concerns with slightly higher means, but still indicating low anxiety, included concerns referring to being able to diagnose the problems and meet the needs of individual Ps.

Table 2. Anxiety scores

Item	N	Min.	Max.	Mean	Std. Dev.
Items with medium anxiety					
(42) I feel anxious when I do not have enough time for preparation. (TC)	47	1	5	3.72	1.097
(40) I get nervous when the mentor interferes with my lesson. (SC)	48	2	5	3.63	.937
(39) I worry about making mistakes. (SC)	48	1	5	3.63	1.024
(44) I feel anxious about teaching because I do not have enough teaching experience. (SC)	48	1	5	3.58	1.108
(1) I worry that I may not be able to control the class. (SC)	48	1	5	3.40	1.067
(30) I get nervous when I am being evaluated by my mentor. (SC)	48	2	5	3.38	1.142
(23) I get nervous when I am being observed by my mentor. (SC)	48	1	5	3.38	1.196
(32) I get nervous when I am being evaluated by Ps. (SC)	46	1	5	3.35	.924
(43) I worry that I will not know how to teach certain language aspects. (TC)	48	1	5	3.31	.993
(41) I feel anxious about teaching advanced learners. (TC)	48	1	5	3.31	1.223
(8) I feel anxious about teaching teenagers. (TC)	47	1	5	3.30	1.196
(16) I worry that I will not be able to make Ps speak and participate in class. (IC)	48	1	5	3.29	1.031
(7) I worry that Ps will not respect me. (SC)	48	1	5	3.23	1.016
(26) I worry that Ps will not make any progress when I teach them. (IC)	48	1	5	3.17	1.098
(21) I worry that I will not be able to work with different levels of Ps' knowledge in the same class. (TC)	48	1	5	3.17	.975
(10) I worry that I will not be able to maintain Ps' attention. (IC)	46	1	5	3.15	1.010
(47) I worry that I will not be able to answer Ps' questions. (SC)	48	1	5	3.15	.989
(31) I worry that I will not be able to motivate Ps. (IC)	48	1	5	3.15	.875
(5) I am afraid of hostile comments from Ps. (SC)	48	1	5	3.08	1.127
(12) I worry that I will not be able to work with too many Ps in one class. (TC)	48	1	5	3.06	.976
(6) I am worried that I may finish teaching my lesson too early, before the class ends. (TC)	48	1	5	3.04	1.166
Items with low anxiety					
(20) I feel anxious about having to teach Ps who	48	1	5	2.98	1.211

have lived in the target country. (TC)					
(35) I worry that I will not be able to meet the needs of individual Ps. (IC)	48	1	4	2.96	.922
(13) I feel anxious about getting new Ps or a new class. (TC)	48	1	5	2.96	1.202
(28) I worry that I will not be able to diagnose the problems of individual Ps. (IC)	48	1	4	2.96	.898
(4) I feel anxious about teaching speaking. (TC)	48	1	5	2.90	1.207
(45) I am worried that my English proficiency is not high enough. (SC)	48	1	5	2.85	1.220
(22) I feel anxious about teaching grammar. (TC)	48	1	5	2.81	1.197
(3) I worry that I may not have a good relationship with my mentor. (SC)	48	1	4	2.81	.842
(14) I worry that Ps will not like me. (SC)	48	1	5	2.77	.973
(18) I feel anxious about teaching TL aspects that do not exist in Ps' L1. (TC)	48	1	4	2.77	1.016
(15) I worry that I will not be able to finish my lesson in time. (TC)	48	1	5	2.77	1.016
(9) I am concerned about using new, unfamiliar materials. (TC)	47	1	5	2.74	1.073
(19) I worry that I will not know how to assess Ps. (TC)	48	1	5	2.71	1.031
(25) I feel anxious about teaching adults. (TC)	48	1	5	2.69	1.035
(29) I feel anxious about teaching beginners. (TC)	48	1	5	2.69	1.274
(49) I worry that I might have technical problems while I teach (e.g. the projector is not working, the slide show will not start, the audio recording is too quiet, etc.) (TC)	48	1	5	2.67	1.059
(24) I worry that I will not be able to establish a good relationship with Ps. (SC)	48	1	4	2.65	.956
(2) I am afraid Ps will laugh at me. (SC)	48	1	5	2.63	1.084
(34) I worry about having a different teaching style from my mentor. (SC)	48	1	5	2.54	1.091
(17) I feel anxious about teaching writing. (TC)	48	1	5	2.48	1.072
(37) I feel anxious about teaching young learners (up to 12 years of age). (TC)	48	1	5	2.40	1.144
(46) I feel anxious about teaching listening. (TC)	48	1	5	2.25	.957
(36) I feel anxious about using English in class. (SC)	48	1	5	2.23	1.259
(33) I feel anxious about teaching reading. (TC)	48	1	4	2.21	.798
(11) I feel anxious about teaching vocabulary. (TC)	48	1	4	2.18	.808

The total mean for the whole sample was 3.08, with SD = .569. According to Machida's classification, this would indicate medium anxiety. However, the mean score was just slightly over the lower border indicating medium anxiety, which

showed the tendency towards low anxiety. Even though the results for 2nd year STs were not statistically relevant considering the low number of participants, separate mean scores were calculated for 1st year and 2nd year STs respectively. These results showed that there was a difference between these two groups. As it can be seen in Table 3 below, the mean score for 1st year STs was 3.16, with the standard deviation of .488, whereas the mean score for 2nd year STs was slightly lower, $M = 2.90$, but with a bigger standard deviation of .706. This showed that 1st year STs were slightly more anxious as a group, but also more homogenous in their answers. Even though these findings support the first hypothesis that *1st year STs would experience higher anxiety than 2nd year STs*, these results are not statistically significant and only point to an area which would be interesting for further research.

Table 3. Total mean by group

Group	Mean	N	Std. Deviation
1 st year (including two guest undergraduate students)	3.1596	28	.48765
2 nd year	2.9027	13	.70589
Total	3.0781	41	.56978

Furthermore, the mean scores for each of the three groups of concerns were also calculated. As can be seen in Table 4 below, there was a slight difference between total scores for self, task and impact concerns. The lowest mean score, as well as the smallest standard deviation, was found for task concerns. On the other hand, impact concerns had the highest mean score and the largest standard deviation. When it comes to 1st year STs, the mean score was highest for impact concerns and lowest for task concerns. Second-year STs had the highest mean for self concerns, and the lowest for impact concerns, as opposed to 1st year STs. Although these results provide interesting indications, if and how exactly these concerns change over time and with more experience should be further investigated.

Table 4. Means for self, task and impact concerns by group

Group		Self	Task	Impact
1 st year (Including two guest undergraduate students)	Mean	3.2170	3.0872	3.2816
	N	29	30	29
	Std. Deviation	.59286	.45440	.47996
2 nd year	Mean	2.8547	2.8214	2.8039
	N	17	14	17
	Std. Deviation	.75104	.69093	.86650
Total	Mean	3.0831	3.0026	3.1051
	N	46	44	46
	Std. Deviation	.67122	.54704	.68165

2.3.4.2. Relationship between anxiety levels and taking teacher training courses, and anxiety levels and the experience of teaching other subjects

Two *t*-tests were carried out to investigate the relationship between anxiety levels and taking other teacher training courses, as well as between anxiety levels and the experience of teaching other subjects. A statistically significant difference ($t = -3.262$, $p = .002$) was found for item 44 (*I feel anxious about teaching because I do not have enough teaching experience.*), between STs who had had other teacher training courses and those who had not had them: STs who had not had any other teacher training courses claimed that they felt more anxious due to not having had enough teaching experience.

STs without the experience of teaching another subject were found to be significantly more anxious about the following items: 13 - *I feel anxious about getting new Ps or a new class* ($t = -2.627$, $p = .012$), 28 - *I worry that I will not be able to diagnose the problems of individual Ps* ($t = -2.080$, $p = .043$), 30 - *I get nervous when I am being evaluated by my mentor* ($t = -2.275$, $p = .028$), 32 - *I get nervous when I am being evaluated by Ps* ($t = -2.125$, $p = .039$), 36 - *I feel anxious about using English in class* ($t = -2.609$, $p = .012$), 41 - *I feel anxious about teaching advanced learners* ($t = -3.539$, $p = .001$), 42 - *I feel anxious when I do not have enough time for preparation* ($t = -3.562$, $p = .001$), 43 - *I worry that I will not know how to teach*

certain language aspects ($t = -2.226$, $p = .031$), 44 - *I feel anxious about teaching because I do not have enough teaching experience* ($t = -3.795$, $p = .000$), 45 - *I am worried that my English proficiency is not high enough* ($t = -3.165$, $p = .003$) and 47 - *I worry that I will not be able to answer Ps' questions* ($t = -2.122$, $p = .039$). Obviously, having the experience of teaching another subject, regardless of what subject it was, decreased a lot of concerns. This supports the third hypothesis that *STs without the experience of teaching other subjects experience higher anxiety than STs with such experience*. It is interesting to note that a significant difference was found for items that expressed concerns about using English in class and STs' proficiency level. Those without the experience of teaching other subjects were more anxious about using English language in class and about their proficiency level. Although teaching other subjects obviously has little to do with English language, it seems that gaining confidence due to teaching experience in other subjects made them more confident in all areas, even about their language proficiency.

2.3.4.3. Relationship between anxiety scores and the year of study, number of other teacher training courses, number of English methodology courses and number of lessons taught

Anxiety scores were also analyzed from the perspective of the year of study, number of other teacher training courses, number of English methodology courses and number of lessons taught, respectively. A statistically significant negative correlation between anxiety scores and the year of study was found for the following items: 9 - *I am concerned about using new, unfamiliar materials* ($R = -.288$, $p = .050$), 16 - *I worry that I will not be able to make Ps speak and participate in class* ($R = -.335$, $p = .020$), 19 - *I worry that I will not know how to assess Ps* ($R = -.300$, $p = .038$), 27 - *I ask for help from my colleagues if I have a problem with teaching* ($R = -.323$, $p = .027$), 33 - *I feel anxious about teaching reading* ($R = -.309$, $p = .032$), 38 - *I rehearse teaching my lessons at home* ($R = -.412$, $p = .004$) and 44 - *I feel anxious about teaching because I do not have enough teaching experience* ($R = -.342$, $p = .017$). This showed that the higher the year of study, the less anxious STs were about using new materials, making Ps participate, assessing Ps, teaching reading and not having enough teaching experience. In addition to that, 2nd year STs were also less likely to ask their colleagues for help or to rehearse teaching lessons at home. Since the 2nd

year STs' program necessarily includes more teaching practice, these results showed that having experience made STs feel more prepared to teach, which might be why they felt like they did not have to practice as much at home anymore, or ask colleagues for help. These findings support the first hypothesis that *1st year STs would experience higher anxiety than 2nd year STs*, at least regarding the above-mentioned teaching concerns.

The correlation of anxiety scores with the number of other teacher training courses STs had taken proved to be significant in case of the following items: 10 - *I worry that I will not be able to maintain Ps' attention* ($R = -.324$, $p = .028$), 12 - *I worry that I will not be able to work with too many Ps in one class* ($R = -.323$, $p = .025$), 13 - *I feel anxious about getting new Ps or a new class* ($R = -.325$, $p = .024$), 14 - *I worry that Ps will not like me* ($R = -.286$, $p = .048$) and 15 - *I worry that I will not be able to finish my lesson in time* ($R = -.368$, $p = .010$), 27 - *I ask for help from my colleagues if I have a problem with teaching* ($R = -.359$, $p = .014$), 33 - *I feel anxious about teaching reading* ($R = -.341$, $p = .019$) and 38 - *I rehearse teaching my lessons at home* ($R = -.389$, $p = .007$). All the correlations were negative, showing that anxiety decreased as the number of teacher training courses increased in the mentioned instances. Once again, the more teacher training courses they took, the less likely they were to rehearse at home or ask colleagues for help.

The following items showed a significant negative correlation between anxiety scores and the number of English methodology courses: 27 - *I ask for help from my colleagues if I have a problem with teaching* ($R = -.369$, $p = .014$), 38 - *I rehearse teaching my lessons at home* ($R = -.389$, $p = .007$) and 33 - *I feel anxious about teaching reading* ($R = -.341$, $p = .019$). These results showed that the higher the number of English methodology courses taken, the less anxious STs were to teach reading and the less likely they were to ask for help from a colleague or rehearse teaching at home. Obviously, taking more English methodology and teacher training courses made them feel more competent and prepared and less anxious about certain concerns and tasks of teaching, which supports the fourth hypothesis that *having more English methodology and teacher training courses would reduce the number of concerns*.

The correlation with the number of lessons STs had taught was significant in case of four items: 11 - *I feel anxious about teaching vocabulary* ($R = -.301$, $p =$

.038), 33 - *I feel anxious about teaching reading* ($R = -.364$, $p = .011$), 38 - *I rehearse teaching my lessons at home* ($R = -.410$, $p = .004$) and 44 - *I feel anxious about teaching because I do not have enough teaching experience* ($R = -.350$, $p = .015$). Just as in previous correlations, these were also negative, indicating that the more teaching experience STs had had, the less anxious they were about teaching vocabulary, teaching reading and about the lack of teaching experience. However, the results also showed that the more lessons they had taught, the less likely they were, again, to rehearse teaching at home.

An item that STs felt significantly less anxious about with the increase in all four variables (year of study, number of other teacher training courses, number of English methodology courses and number of lessons taught) was item 33 - *I feel anxious about teaching reading*. With the increase in these four variables, the score also significantly decreased for item 38 - *I rehearse teaching my lessons at home*. This showed that the anxiety about teaching reading decreased with the increase of the year of study, with the increase of the number of other teacher training courses and number of English methodology courses STs had taken, as well as the number of lessons taught. It also showed that the more teaching practice STs had had and the more teacher training and English methodology courses they had taken, the less they felt like they had to rehearse teaching lessons at home, which showed that they probably felt more prepared for the task of teaching. It should be noted that more teacher training courses, more English methodology courses and more teaching practice came typically with the second year of graduate study.

An item whose score significantly decreased as three variables increased (year of study, number of other teacher training courses and number of English methodology courses) was item 27 - *I ask for help from my colleagues if I have a problem with teaching*. This showed that 2nd year STs and STs with more teacher training courses and English methodology courses were less likely to ask a colleague for help.

An item that STs were significantly less anxious about as two variables increased (year of study and number of lessons taught) was item 44 - *I feel anxious about teaching because I do not have enough teaching*. As could have been expected, 2nd year STs and STs who had taught more lessons were less likely to feel anxious about not having enough teaching experience.

2.3.4.4. Qualitative analysis

Analysis of the qualitative data showed that the main categories of sources of FL teaching anxiety were the following: unmotivated Ps who did not participate, classroom management, not being understood by Ps, not being able to answer Ps' questions and dealing with unexpected situations.

When asked to state which situations made them feel anxious while teaching, quite a few STs answered that they worried about being able to motivate Ps: "I mostly just fear that I will make a mistake or that I will not be able to motivate the Ss, or that I will actually demotivate them" (#1yr4⁶). "Awkward silence" (#5yr4) that occurred when Ps did not participate also made them anxious. The participants also expressed concerns about not being able to "answer students' questions" (#15yr4) or that "a new word or other aspect of a language will arise that [they] will not know the meaning of" (#19yr4) which, as they believed, could make Ps lose their respect.

There were many concerns about "not being able to control the class" (#21yr4) and not being able to "handle students that behave badly" (#27yr4), as well as dealing with a "tough audience" (#25yr4) whose comments they "won't know how to respond to" (#21yr4). Not being "able to react to any unexpected situations" (#33yr5) or deal with "anything unpredictable happening" also seemed "terrifying" (#40yr5) to some participants.

A few participants even expressed worries about their language proficiency and "not knowing language well enough to be sure that [they]'ll manage everything" (#24yr4). They also reported feeling worried if they couldn't explain something well or "feeling incompetent if the students don't get it" (#27yr4).

Some participants also confessed feeling anxious when they were interrupted by their mentor, saying that "such things should be done after the class" (#42yr5). Getting "a bad critique from a mentor" (#45yr5) also caused uneasiness.

Other concerns expressed by the participants involved Ps' lack of knowledge, being afraid of Ps' judgment and time management. Merç (2010) mentions a number of studies in which classroom management and time management were also reported

⁶ The quotes were coded by the number of the questionnaire in which the original answer appeared (#1, #2, #3, etc.) and by the year of study (yr2 = 2nd undergraduate year, yr4 = 1st graduate year, yr5 = 2nd graduate year).

as serious problems among STs (Veenman, 1984; Merç, 2004; Murray-Harvey et al., 2000). However, a few participants also claimed that they felt “pretty confident and up to the task” (#46yr5).

The participants reported that some of the most frequent effects anxiety had on their teaching were getting lost in the lesson plan, feeling “confused” (#17yr4) and less concentrated, forgetting (“once I even forgot how to write the simplest word” #5yr4) and skipping some tasks, as well as making “language mistakes” (#18yr4) they would not otherwise. Some also mentioned physical manifestations of anxiety such as a shivering voice, shaking hands, stuttering, getting “tongue-tied” (#30yr4), talking too fast or too quietly, avoiding eye contact with Ps, sweating, feeling sick or blushing.

On the other hand, some reported that anxiety actually had a positive and motivating effect, which made them “try harder” and “think more critically” (#40yr2) about their performance, as well as “think of better solutions and finding ideas for new ways of dealing with different issues” (#10yr4), “if [anxiety was] not too high” (#33yr5). “Good advice and constructive criticism” (#40yr5) from mentors also helped them improve. One participant reported that feeling nervous was positive because it showed that she “care[d] about [her] work” (#12yr4). However, another participant reminded us that mild anxiety can be motivating, but high anxiety can decrease motivation significantly: “In a way, anxiety is motivating, however, to tell you the truth, I’m getting sick of it because, at some point, it starts being demotivating” (#32yr4).

A great number of participants also emphasized that, even if they felt anxious at the beginning of a lesson, the anxiety usually disappeared as soon as they started teaching.

Detailed preparation and rehearsing at home were found to be the most frequent strategies for dealing with anxiety: “I try to prepare thoroughly what I am going to present so that I feel more confident” (#15yr4). Repeating and going through the lesson plan and aims right before the lesson was another common strategy.

A lot of participants reported using some relaxation techniques such as deep breathing, stretching or “hum[ming] a song” (#18yr4) in order to relax. “Being optimistic” (#15yr4) and thinking “in a positive way” (#23yr4) was also suggested by

some participants. Some simply needed to remind themselves that “it is only going to take 45 minutes of [their] life” (#41yr5) to feel more relaxed.

Another useful strategy was predicting and preparing for all the possible questions Ps may have and different situations or problems that may occur: “I prepare for every possible situation and practice the lesson at home until I’m ready to answer all the questions connected with the lesson” (#6yr5). Having “an extra plan if something goes wrong” (#4yr2) or “extra activities” (#48yr5) if there was some time left also seemed to be effective.

The participants pointed out that communicating with Ps (to assure themselves “that they are not scary” #21yr4), making jokes and creating a “friendly atmosphere” (#24yr4) helped them relax. Some also tried to “ignore the fact that [their] mentor is in the room and just focus on the learners” (#8yr4). Another participant also pointed out that “speaking activities are the best way to lower the stress and anxiety both in teachers and students” (#27yr4).

Although it seemed that the majority of the participants found effective strategies for dealing with teaching anxiety, some still confessed that they “don’t know how to deal with it” (#19yr4) because “nothing helps” (#32yr4) so they just felt “like [they were] going to throw up until [they were] finished” (#20yr4). For these reasons, teacher trainees should also be trained on how to deal with anxiety and find strategies to decrease it in order to teach more comfortably and efficiently.

2.4. Discussion

This study examined anxiety levels and its sources of STs of EFL in their 1st and 2nd year of graduate study. A three-part questionnaire, eliciting both quantitative and qualitative data, was administered to 48 STs of EFL, out of which 18 participants were 2nd year graduate STs, 28 were 1st year graduate STs and 2 were undergraduate guest STs following the program of the 1st year graduate study.

The descriptive analysis of the quantitative data showed that STs were moderately anxious about the things described in the scale, with the tendency towards low anxiety. The total mean score was 3.08 (on a 1-5 scale). However, we were unable to get statistically significant results about the differences in scores between 1st and 2nd year STs due to the small number of 2nd year participants. Nevertheless, the results that were obtained indicated that there was a difference in the anxiety scores between these two groups, showing that this should be further investigated. The mean score for 1st year STs was higher than for 2nd year STs. The standard deviation was lower for 1st year STs, showing that their answers were more homogenous. This indicated that our first hypothesis saying that *1st year STs would experience higher anxiety than 2nd year STs* should be further investigated using a larger sample. In another study among STs of EFL, Merç (2010) found a significant difference between anxiety levels among STs tested before the start of the practicum and at the end of the teaching practicum. The third and last administration of the questionnaire showed lower anxiety, which Merç explained by STs gaining more teaching experience.

The three items with the highest mean scores were items about strategies used to deal with anxiety or problems with teaching. It seemed that the majority of the participants agreed that they would turn to their mentors or colleagues for help if they needed to. Furthermore, the participants also agreed that they rehearsed teaching their lessons at home. The qualitative part of the study confirmed these findings, since the participants often stated that they tried to prepare thoroughly and rehearse teaching their lessons at home. Asking for help and thorough preparation at home were also found to be common strategies for reducing anxiety in Kim and Kim's study (2004) (as mentioned in Merç, 2010).

The other items with higher scores indicating medium anxiety reflected mostly self concerns such as being anxious about the mentor interfering with the lesson,

making mistakes, not having enough teaching experience, possible difficulties with classroom management, being evaluated and observed by their mentors, as well as being evaluated by their students. These findings remind of Fuller's (1969) concerns theory. He claimed that, at the beginning, people were usually most concerned by themselves and being able to cope in a new situation; however, after these initial self concerns, they became more concerned about task and impact concerns (as mentioned in Capel, 2001).

Being observed and evaluated by their mentors seemed to make STs anxious. These findings coincide with Merç's results (2010). He emphasized the importance of creating an encouraging atmosphere by mentors and supervising teachers. He mentioned that being able to openly discuss all the issues STs may have with their mentors could alleviate STs' anxiety related to being observed and evaluated by their mentors. He also found that these concerns decreased with more teaching experience.

Some other task and impact concerns which resulted in medium anxiety involved teaching certain language aspects, teaching advanced learners and teenagers, making Ps participate, getting their respect, maintaining their attention and motivating them, being able to answer their questions and deal with hostile comments from Ps. These findings were also supported by answers from the qualitative part in which a lot of participants expressed concerns about being able to answer Ps' questions, making mistakes, classroom management, maintaining Ps' attention, motivating them and making them participate.

These findings confirm the results of the already mentioned studies by Kim and Kim (2004), İpek (2007), Merç (2011) and Machida (2011). Kim and Kim (2004) also found that the most anxiety-provoking situations were being asked unexpected questions, unmotivated and uninterested Ps, not being able to control Ps and being observed (as mentioned in Merç, 2010). The sources of anxiety among İpek's (2007) participants also seemed to be making mistakes and teaching Ps at particular language levels (in our study those were found to be advanced learners) (as mentioned in Merç, 2010). Merç (2011) found that the most common concerns among STs were classroom management, Ps' disinterest and demotivation and being observed by their mentors. Machida's study (2011) showed that his participants were extremely nervous about making mistakes. Making mistakes seemed to cause medium anxiety among the

participants of this research. It seemed that STs regarded making mistakes as something that could diminish their authority or their Ps' respect. On the other hand, Machida's participants were also very anxious about their level of proficiency, whereas the participants of this study showed low anxiety about their proficiency level and even lower anxiety about using English in class.

Besides not being concerned about using English in class, items with the lowest anxiety scores referred to certain task concerns such as teaching specific language skills (e.g. vocabulary, reading, listening and writing), as well as teaching young learners and adults as opposed to teaching teenagers, which made STs more anxious. The participants probably connected teaching teenagers with more behavior problems. Teaching beginners also caused low anxiety, whereas teaching advanced learners was found to cause medium anxiety. STs probably felt less competent about teaching advanced learners because they worried about being able to answer all of their questions and give appropriate explanations. They probably considered it easier to deal with questions from beginners than advanced learners. Not being able to answer Ps' questions and give proper explanations, as well as dealing with unexpected situations, was often mentioned in the qualitative part as a source of anxiety. As Horwitz (1996) explains, this may be due to the fact that when teaching an FL, in contrast to teaching other subjects, it is more difficult to predict the ways in which classroom conversation may go (mentioned in Merç, 2010). It may be more difficult for FL teachers to predict all the possible questions and prepare for them. This unpredictability of an FL classroom might make FL teachers more anxious. This may be why even Merç (2010) found that STs of English were considerably more anxious than STs of other subjects before the start of their practicum.

The mean scores for each group of concerns were calculated for each of the two groups of STs, indicating that there was a slight change in concerns over time. However, it should be noted that, due to the small sample, these findings can be considered as only indicative. Although the differences were rather small, 1st year STs seemed most anxious about impact concerns and least anxious about task concerns. On the other hand, 2nd year STs seemed least anxious about impact concerns and most anxious about self concerns, which is contrary to Fuller's concerns theory. These findings support the fifth hypothesis which states that *there would be a change in the*

type of concerns that comes with more teaching experience. Capel (2001) also found in her study that the type of concerns changed with time, but her results also showed that the development of concerns was not sequential, as Fuller claimed. However, in order to get a better insight into the change of concerns with time, further research should be conducted with a wider sample of novice teachers over a longer period of time.

When taking into consideration the total mean for each group of concerns, although the differences were rather small, impact concerns reached the highest value, but also the highest standard deviation, whereas task concerns displayed the lowest mean and the lowest standard deviation, indicating that the answers about task concerns were more homogenous. Capel (2011) also found that the task of teaching did not make her participants particularly anxious. She mentioned several reasons for this, such as STs being well prepared, being gradually immersed into the task of teaching and having effective support from the mentor. We could claim that the participants in this study also felt well prepared for the task of teaching due to the methodology and other teacher training courses they had taken and teaching practice they had experienced. They probably felt their curriculum provided them with sufficient training, hence the lower mean for task concerns. On the other hand, the highest mean for impact concerns was supported by the answers in the qualitative part of the study. A lot of the participants expressed concerns about not being able to maintain Ps' attention, motivate them or make them participate.

In addition to these findings, the correlations showed that the more teacher training courses STs took, the less likely they were to feel anxious about task concerns such as time management, working with too many Ps, getting new Ps and teaching reading. They were also less anxious about being liked by Ps (self concern) and maintaining their attention (impact concern). These findings support the fourth hypothesis which states that *having more English methodology and teacher training courses would reduce the number of concerns.* STs with more teacher training courses were also less likely to ask for help from colleagues or rehearse teaching at home. As already mentioned above, this is probably due to feeling well prepared for the task of teaching through such courses.

The results also showed that the higher the year of study, the less anxious STs

felt about certain task concerns such as using new materials, assessing Ps and teaching reading, but also about making Ps participate (impact concern) and being anxious about not having enough experience (self concern). Once again, 2nd year STs seemed less likely to ask for help from colleagues or rehearse teaching at home. Since 2nd year STs had necessarily had more teaching practice and had taken more teacher training courses, it was expected that some of these results would match. The results also showed that the more lessons STs had taught, the less likely they were to feel anxious about teaching vocabulary, teaching reading and not having had enough teaching practice. STs with more lessons taught were also less likely to rehearse teaching lessons at home. Taking all of these correlations into account, we can conclude that anxiety about many task concerns decreased with the increase of the year of study, number of teacher training courses and number of lessons taught. This supports the second and fourth hypotheses stating that *STs with more teaching practice would experience lower anxiety*, at least for the above enumerated concerns, and that *having more English methodology and teacher training courses would reduce the number of concerns*. It seemed that 2nd year STs with more lessons taught were less worried about a number of task concerns. Due to more teaching experience, they had probably acquired and developed more strategies and methods for teaching certain language skills (e.g. reading or vocabulary) and therefore it caused less anxiety.

Anxiety scores were also considered from the perspective of the experience of teaching other subjects. The findings showed that the experience of teaching other subjects may have reduced some self and task concerns such as being evaluated by the mentor, being evaluated by Ps, using English in class, English proficiency level, being able to answer Ps' questions, having enough teaching experience, getting new Ps, teaching advanced learners, teaching certain language aspects, as well as not having enough time for preparation. This showed that any kind of teaching experience helped STs feel more competent and more confident about teaching, which may have alleviated many concerns, even the ones associated with specific aspects of teaching English (using English in class, teaching certain language aspects, language proficiency). Being evaluated by their mentors was found to make STs quite anxious; however, it seemed that STs with the experience of teaching other subjects were obviously more used to working with mentors and having them evaluate their work.

Merç (2010) also found that STs were less anxious about the relationship with their mentors as they gained more teaching experience.

It can be concluded that having more teaching practice and more teacher training can decrease anxiety among STs by preparing them better for the task of teaching. With more experience, even that of teaching other subjects, STs gain more confidence and are less concerned about many aspects of teaching. This brings us back to Bandura's theory of self-efficacy (1994), as well as Bielska (2011), who found a positive connection between teaching experience and the sense of efficacy. Bielska emphasized the importance of developing teachers' sense of efficacy and not just their skills, because, as Bandura (1994) claimed, higher sense of self-efficacy enhanced performance (as mentioned in Bielska, 2011). Even the participants in this study claimed in the qualitative part that they felt anxious at the beginning of the lesson, but as soon as they started teaching they felt more confident and anxiety decreased or disappeared completely. Therefore, an important implication for teacher trainers and everyone involved in creating teacher training programs is to enable teacher trainees to have as much teaching experience as possible. It is also important to help them develop strategies for dealing with anxiety because, as some participants in this research mentioned, it could pose a big problem for them and seriously hinder their performance. The more confident and positive teachers are, the more likely it is to foster the same feelings among their Ps and the more likely it is to encourage learner achievement.

3. Conclusion

This study was conducted with the aims of finding out about the levels of STs' anxiety about teaching EFL, investigating the change in STs' concerns over a period of time, investigating the relationship between anxiety and teaching experience, as well as finding out how anxiety may affect STs' performance and how they cope with it.

Results of this study suggested that STs were moderately anxious about teaching EFL. They were most worried about certain self concerns such as being interrupted by the mentor, making mistakes, controlling the class, being observed and evaluated. They were also moderately anxious about teaching advanced learners and teenagers, as well as whether they would be able to make Ps participate. On the other hand, certain task concerns, such as teaching specific skills (vocabulary, reading, listening and writing) and teaching young learners, caused the least anxiety.

The total mean of task concerns was also found to be the lowest among all of the groups of concerns. This indicated that STs probably felt well prepared for the task of teaching by teacher training courses they had attended and teaching practice they had had. Impact concerns, in contrast, reached the highest mean. The type of concerns that worried STs seemed to change with more teaching experience and more teacher training. It seemed that 1st year STs were most anxious about impact concerns and least anxious about task concerns, whereas the findings indicated that 2nd year STs were most anxious about self concerns and least about impact concerns. However, how exactly these concerns change with experience should be further investigated since this study involved a small number of participants and any comparison between 1st and 2nd year STs is not statistically relevant but only an indication. A longitudinal study should be conducted to examine our last hypothesis about the change in the type of concerns.

We could not confirm the first hypothesis that *1st year STs experience higher anxiety than 2nd year STs* because, due to the small sample of 2nd year STs, the results were not statistically significant. However, they did indicate that there was a possible decrease in anxiety levels among 2nd year STs. Therefore, this issue could also be further researched in a longitudinal study with a larger number of participants.

The results related to the second, third and fourth hypotheses showed that having more teaching experience, more teacher training courses and the experience of teaching another subject may have decreased anxiety in many situations mentioned in the scale. However, it was also shown that STs with more experience and training were less likely to rehearse teaching their lessons at home or ask a colleague for help. This indicated that STs should be given as many opportunities as possible to teach because teaching experience may decrease anxiety and, obviously, make them feel more competent and confident about teaching.

The qualitative part also provided us with some insights into the ways in which anxiety may hinder performance and how STs deal with it. The participants claimed that anxiety very often made them feel confused and lost, made them skip a part or make more mistakes. Some even confessed getting tongue-tied, shaking, blushing, sweating or feeling sick. Most of them tried to avoid such feelings by thorough preparation, rehearsing at home and predicting all the possible problems that may occur and all the questions Ps may have. However, if they still felt anxious just before or during the lesson, they tried deep breathing, positive thinking and communicating with Ps in order to create a friendly atmosphere.

FL teaching anxiety and FL ST anxiety are complex phenomena that have only very recently started attracting researchers' attention. Further studies could be conducted to identify how different variables such as gender, language proficiency, academic achievement and self-efficacy beliefs affect FL ST anxiety. We hope that this study offered at least some suggestions for teacher trainers and teacher education program designers, as well as suggestions for future research on FL teaching anxiety in the Croatian context.

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6. Appendices

6.3. Appendix I

Table A. Other study group

Group	Frequency	Percent	Valid percent	Cumulative percent
None	3	6.3	6.3	6.3
Croatian	7	14.6	14.6	20.8
Italian	7	14.6	14.6	35.4
Pedagogy	6	12.5	12.5	47.9
Portuguese	2	4.2	4.2	52.1
Russian	5	10.4	10.4	62.5
German	1	2.1	2.1	64.6
Swedish	1	2.1	2.1	66.7
Ethnology	1	2.1	2.1	68.8
Philosophy	1	2.1	2.1	70.8
French	3	6.3	6.3	77.1
Spanish	4	8.3	8.3	85.4
Information science	2	4.2	4.2	89.6
Sociology	1	2.1	2.1	91.7
History	1	2.1	2.1	93.8
Art history	2	4.2	4.2	97.9
Comparative literature	1	2.1	2.1	100.0
Total	48	100.0	100.0	

Table B. How old they were when they started learning English

Age	Frequency	Percent	Valid percent	Cumulative percent
2	1	2.1	2.1	2.1
3	2	4.2	4.2	6.3
4	2	4.2	4.2	10.4
5	7	14.6	14.6	25.0
6	5	10.4	10.4	35.4
7	8	16.7	16.7	52.1
8	5	10.4	10.4	62.5
9	7	14.6	14.6	77.1
10	9	18.8	18.8	95.8
11	2	4.2	4.2	100.0
Total	48	100.0	100.0	

Table C. How long they have been learning English

Years	Frequency	Percent	Valid percent	Cumulative percent
10	1	2.1	2.1	2.1
11	1	2.1	2.1	4.3
12	3	6.3	6.4	10.6
13	5	10.4	10.6	21.3
14	9	18.8	19.1	40.4
15	7	14.6	14.9	55.3
16	5	10.4	10.6	66.0
17	5	10.4	10.6	76.6
18	4	8.3	8.5	85.1
19	2	4.2	4.3	89.4
20	3	6.3	6.4	95.7
21	2	4.2	4.3	100.0
Total	47	97.9	100.0	
Missing system	1	2.1		
Total	48	100.0		

Table D. Teaching experience

No of lessons	Frequency	Percent	Valid percent	Cumulative percent
No lessons	8	16.7	16.7	16.7
1-5	13	27.1	27.1	43.8
6-10	3	6.3	6.3	50.0
11-20	8	16.7	16.7	66.7
More than 20	16	33.3	33.3	100.0
Total	48	100.0	100.0	

Table E. Teaching private lessons

Private lessons	Frequency	Percent	Valid percent	Cumulative percent
Yes	29	60.4	60.4	60.4
No	19	39.6	39.6	100.0
Total	48	100.0	100.0	

Table F. Micro-teaching as part of the teaching practice

Micro-teaching	Frequency	Percent	Valid percent	Cumulative percent
Yes	25	52.1	54.3	54.3
No	21	43.8	45.7	100.0
Total	46	95.8	100.0	
Missing system	2	4.2		
Total	48	100.0		

Table G. Teaching full lessons in a state school as part of the teaching practice

Full lessons in state school	Frequency	Percent	Valid percent	Cumulative percent
Yes	23	47.9	51.1	51.1
No	22	45.8	48.9	100.0
Total	45	93.8	100.0	
Missing system	3	6.3		
Total	48	100.0		

Table H. Peer-teaching as part of the teaching practice

Peer-teaching	Frequency	Percent	Valid percent	Cumulative percent
Yes	5	10.4	10.9	10.9
No	41	85.4	89.1	100.0
Total	46	95.8	100.0	
Missing system	2	4.2		
Total	48	100.0		

Table I. Teaching full lessons in a private language school as part of the teaching practice

Full lessons in private language school	Frequency	Percent	Valid percent	Cumulative percent
Yes	12	25.0	26.7	26.7
No	33	68.8	73.3	100.0
Total	45	93.8	100.0	
Missing system	3	6.3		
Total	48	100.0		

Table J. Working part-time in a private language school

Working in a private language school	Frequency	Percent	Valid percent	Cumulative percent
Yes	7	14.6	14.9	14.9
No	40	83.3	85.1	100.0
Total	47	97.9	100.0	
Missing system	1	2.1		
Total	48	100.0		

Table K. Working part-time in a state school

Working in a state school	Frequency	Percent	Valid percent	Cumulative percent
No	47	97.9	100.0	100.0
Missing system	1	2.1		
Total	48	100.0		

Table L. Teaching other subjects

Subject	Frequency	Percent	Valid percent	Cumulative percent
None	28	58.3	58.3	58.3
Croatian	3	6.3	6.3	64.6
Italian	6	12.5	12.5	77.1
Portuguese	1	2.1	2.1	79.2
Russian	2	4.2	4.2	83.3
Swedish	1	2.1	2.1	85.4
French	2	4.2	4.2	89.6
Spanish	1	2.1	2.1	91.7
14*	1	2.1	2.1	93.8
History	1	2.1	2.1	95.8
Mathematics	1	2.1	2.1	97.9
Primary school subjects	1	2.1	2.1	100.0
Total	48	100.0	100.0	

Table M. Number of English methodology courses

No of English methodology courses	Frequency	Percent	Valid percent	Cumulative percent
1	3	6.3	6.4	6.4
2	19	39.6	40.4	46.8
3	11	22.9	23.4	70.2
4	4	8.3	8.5	78.7
5	4	8.3	8.5	87.2
6	3	6.3	6.4	93.6
7	2	4.2	4.3	97.9
10	1	2.1	2.1	100.0
Total	47	97.9	100.0	
Missing system	1	2.1		
Total	48	100.0		

Table N. Number of other teacher training courses

No of other teacher training courses	Frequency	Percent	Valid percent	Cumulative percent
0	11	22.9	22.9	22.9
2	8	16.7	16.7	39.6
3	4	8.3	8.3	47.9
4	8	16.7	16.7	64.6
5	3	6.3	6.3	70.8
6	7	14.6	14.6	85.4
9	2	4.2	4.2	89.6
10	3	6.3	6.3	95.8
14	1	2.1	2.1	97.9
20	1	2.1	2.1	100.0
Total	48	100.0	100.0	

6.4. Appendix II

The questionnaire

Thank you for participating in this research project. The project investigates teaching anxiety among future teachers of English. Your answers will remain strictly confidential and will be used only for research purposes. This questionnaire is anonymous.

PART I

1. GENDER **M** **F**
2. Current year of study:
- | | | | |
|---------------------|---|---|---|
| Undergraduate level | 1 | 2 | 3 |
| Graduate level | 1 | 2 | |
3. Other study group: _____ Stream (of that group): _____
4. How old were you when you started learning English? _____
5. How many years have you been learning it? _____
6. Circle the answer that best describes your teaching experience. How many lessons have you taught so far?
- a) 0
 - b) 1-5
 - c) 6-10
 - d) 11-20
 - e) 20+
7. What kind of lessons have you taught? Circle all the appropriate answers.
- a) Private lessons
 - b) Teaching practice:
 - i. Micro-teaching
 - ii. Peer-teaching
 - iii. Full lessons in a private language school
 - iv. Full lessons in a state school
 - c) Part-time work:
 - i. In a private language school
 - ii. In a state school
8. Have you ever been to an English speaking country? Circle the appropriate answer.
- YES** **NO**
9. Have you taken any English teaching methodology courses? How many? Circle the appropriate answer.
- YES**, _____ (number of courses) **NO**
10. Have you taken any other teacher training courses? How many? Circle the appropriate answer.
- YES**, _____ (number of courses) **NO**
11. Have you had any experience teaching a subject other than English? Which one? For how long?
- YES**, _____ (subject), _____ (number of lessons) **NO**

PART II

Put an X in the box that best describes you. There are no right or wrong answers. Remember to choose only one answer for each item.

1 – Strongly disagree; 2 – Disagree; 3 – Neither agree nor disagree; 4 – Agree; 5 – Strongly agree

	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly Agree
1. I worry that I may not be able to control the class.					
2. I am afraid Ps will laugh at me.					
3. I worry that I may not have a good relationship with my mentor.					
4. I feel anxious about teaching speaking.					
5. I am afraid of hostile comments from Ps.					
6. I am worried that I may finish teaching my lesson too early, before the class ends.					
7. I worry that Ps will not respect me.					
8. I feel anxious about teaching teenagers.					
9. I am concerned about using new, unfamiliar materials.					
10. I worry that I will not be able to maintain Ps' attention.					
11. I feel anxious about teaching vocabulary.					
12. I worry that I will not be able to work with too many Ps in one class.					
13. I feel anxious about getting new Ps or a new class.					
14. I worry that Ps will not like me.					
15. I worry that I will not be able to finish my lesson in time.					
16. I worry that I will not be able to make Ps speak and participate in class.					
17. I feel anxious about teaching writing.					
18. I feel anxious about teaching TL language aspects that do not exist in Ps' L1.					
19. I worry that I will not know how to assess Ps.					
20. I feel anxious about having to teach Ps who have lived in the target country.					
21. I worry that I will not be able to work with different levels of Ps' knowledge in the same class.					
22. I feel anxious about teaching grammar.					
23. I get nervous when I am being observed by my mentor.					
24. I worry that I will not be able to establish a good relationship with Ps.					

	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly Agree
25. I feel anxious about teaching adults.					
26. I worry that Ps will not make any progress when I teach them.					
27. I ask for help from my colleagues if I have a problem with teaching.					
28. I worry that I will not be able to diagnose the problems of individual Ps.					
29. I feel anxious about teaching beginners.					
30. I get nervous when I am being evaluated by my mentor.					
31. I worry that I will not be able to motivate Ps.					
32. I get nervous when I am being evaluated by Ps.					
33. I feel anxious about teaching reading.					
34. I worry about having a different teaching style from my mentor.					
35. I worry that I will not be able to meet the needs of individual Ps.					
36. I feel anxious about using English in class.					
37. I feel anxious about teaching young learners (up to 12 years of age).					
38. I rehearse teaching my lessons at home.					
39. I worry about making mistakes.					
40. I get nervous when the mentor interferes with my lesson.					
41. I feel anxious about teaching advanced learners.					
42. I feel anxious when I do not have enough time for preparation.					
43. I worry that I will not know how to teach certain language aspects.					
44. I feel anxious about teaching because I do not have enough teaching experience.					
45. I am worried that my English proficiency is not high enough.					
46. I feel anxious about teaching listening.					
47. I worry that I will not be able to answer Ps' questions.					
48. I ask for help from my mentor if I have a problem with teaching.					
49. I worry that I might have technical problems while I teach (e.g. the projector is not working, the slide show will not start, the audio recording is too quiet, etc.)					

PART III

1. Is there anything else that causes you to feel anxious before or during teaching a lesson? Please be as elaborate as you can.

2. How do you deal with anxiety if you feel it before or during teaching? Please be as elaborate as you can.

3. How does feeling anxious affect your teaching? Please be as elaborate as you can.

6.5. Appendix III

Task, self and impact concerns

Task concerns
(4) I feel anxious about teaching speaking.
(6) I am worried that I may finish teaching my lesson too early, before the class ends.
(8) I feel anxious about teaching teenagers.
(9) I am concerned about using new, unfamiliar materials.
(11) I feel anxious about teaching vocabulary.
(12) I worry that I will not be able to work with too many Ps in one class.
(13) I feel anxious about getting new Ps or a new class.
(15) I worry that I will not be able to finish my lesson in time.
(17) I feel anxious about teaching writing.
(18) I feel anxious about teaching TL language aspects that do not exist in Ps' L1.
(19) I worry that I will not know how to assess Ps.
(20) I feel anxious about having to teach Ps who have lived in the target country.
(21) I worry that I will not be able to work with different levels of Ps' knowledge in the same class.
(22) I feel anxious about teaching grammar.
(25) I feel anxious about teaching adults.
(27) I ask for help from my colleagues if I have a problem with teaching.
(29) I feel anxious about teaching beginners.
(33) I feel anxious about teaching reading.
(37) I feel anxious about teaching young learners (up to 12 years of age).
(38) I rehearse teaching my lessons at home.
(41) I feel anxious about teaching advanced learners.
(42) I feel anxious when I do not have enough time for preparation.
(43) I worry that I will not know how to teach certain language aspects.
(46) I feel anxious about teaching listening.
(48) I ask for help from my mentor if I have a problem with teaching.
(49) I worry that I might have technical problems while I teach (e.g. the projector is not working, the slide show will not start, the audio recording is too quiet, etc.)

Self concerns
(1) I worry that I may not be able to control the class.
(2) I am afraid Ps will laugh at me.
(3) I worry that I may not have a good relationship with my mentor.
(5) I am afraid of hostile comments from Ps.
(7) I worry that Ps will not respect me.
(14) I worry that Ps will not like me.
(23) I get nervous when I am being observed by my mentor.
(24) I worry that I will not be able to establish a good relationship with Ps.
(30) I get nervous when I am being evaluated by my mentor.
(32) I get nervous when I am being evaluated by Ps.
(34) I worry about having a different teaching style from my mentor.
(36) I feel anxious about using English in class.
(39) I worry about making mistakes.
(40) I get nervous when the mentor interferes with my lesson.
(44) I feel anxious about teaching because I do not have enough teaching experience.
(45) I am worried that my English proficiency is not high enough.
(47) I worry that I will not be able to answer Ps' questions.
Impact concerns
(10) I worry that I will not be able to maintain Ps' attention.
(16) I worry that I will not be able to make Ps speak and participate in class.
(26) I worry that Ps will not make any progress when I teach them.
(28) I worry that I will not be able to diagnose the problems of individual Ps.
(31) I worry that I will not be able to motivate Ps.
(35) I worry that I will not be able to meet the needs of individual Ps.

Sažetak

Ovaj radi bavi se strahom od poučavanja stranog jezika, pojavom koja je tek nedavno zadobila pažnju istraživača, a koja u Hrvatskoj do sada nije bila ispitivana. Prvi dio rada osvrće se na koncepte straha od učenja stranog jezika, straha od poučavanja općenito te straha od poučavanja stranog jezika, te iznosi relevantna istraživanja iz tih područja u Hrvatskoj i svijetu. Središnji dio opisuje istraživanje provedeno na 48 studenata diplomskog studija nastavničkog smjera anglistike na Filozofskom fakultetu Sveučilišta u Zagrebu sa ciljem opisivanja razine i uzroka straha od poučavanja stranog jezika. Zadnji dio rada objašnjava prikupljene rezultate bitne za obrazovanje budućih nastavnika te nudi prijedloge za daljnja istraživanja na području straha od poučavanja stranog jezika.

Ključne riječi: strah od poučavanja stranog jezika, studenti nastavničkog smjera, poučavanje engleskog kao stranog jezika